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ABSTRACT

This student job guide is designed to assist students in making decisions by providing information regarding the options available to them. The guide is comprised of three major parts. Part 1 is designed to introduce and train students in the important aspects of job finding. It covers the following topics: evaluate youself, nontraditional jobs, job application worksheet, how to find jobs, the job interview, and more pointers (on the resume, salary, and discrimination). The second part of the guide is designed to encourage students to get additional training. Information is provided regarding agencies or programs in Alaska that can provide additional training. Agencies discussed include apprenticeship programs, military, the Alaska Skills Center, community colleges; and CETA programs. The final part of the guide contains essential placement information. It is divided into two components: agencies that can assist students in finding jobs and large employers. Appended material includes a self-evaluation worksheet, job application worksheet, and a sample resume. (LRA)

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ED189366

A VOCATIONAL EDUCATION MODEL

FOR

SECONDARY AND POST SECONDARY INSTITUTIONS

Guidelines for Student Placement and Follow-up

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in cooperation with

Office for Vocational and Career Education
Instructional Program Support Division
Alaska State Department of Education

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JUL 2 9 1980

A VOCATIONAL EDUCATION MODEL FOR
SECONDARY AND POST SECONDARY INSTITUTIONS
Guidelines for Student Placement and Follow-up

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SECTION ONE

PLACEMENT SERVICES GUIDELINES FOR THE TEACHER

PLACEMENT SERVICES GUIDELINES
FOR
SECONDARY AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

INTRODUCTION

Students leaving a vocational program are faced with a myriad of decisions. As an instructor, you can assist them in making those decisions by providing as much information as possible regarding the options available to them. This booklet is designed to provide you with that information.

Most students will want to get a job after leaving your program. But what, exactly, is the process one should use to search for a job? As with any other endeavor, the better prepared an individual is for the job hunting process, the more successful s/he will be in finding the right job. The Student Job Guide is an important tool for your use in providing placement services to program completers and leavers. The Guide is intended for your use as an instructional tool with program completers (students who will graduate and seek employment). It can be given to program leavers (students who fail, drop out, or quit school to seek work) as a valuable reference for their use in finding jobs on their own.

OVERVIEW OF STUDENT JOB GUIDE: PART I

Use Part I of the Guide to introduce and train students in the important aspects of job finding. Part I covers the following information:

Guideline 1: EVALUATE YOURSELF. The student is taught to complete a detailed self-evaluation to assist him/her in deciding what kind of job to look for.

Guideline 2: NON-TRADITIONAL JOBS. Attention is given to the fact that many jobs traditionally not associated with a student's sex are now open.

Guideline 3: JOB APPLICATION WORKSHEET. The student is taught to complete a job application worksheet which contains all of the information which s/he might need to have in order to complete a job application (or resume').

Guideline 4: HOW TO FIND JOBS. Students are informed of the most common ways in which people find jobs: check with friends or relatives who are working, walk in to a company or business to see if they have openings, register with the State Employment Service, check newspaper ads, register with private employment agencies.

Guideline 5: THE JOB INTERVIEW: In this section, the purpose of a job interview is discussed. Ways of carrying oneself, of dressing, and of behaving on a job interview are also stressed.

Guideline 6: MORE POINTERS. A brief description of a resumé is given. Not much stress is put on the importance of a resumé in the Guide, since it is assumed that most students completing or leaving a vocational program will have little need of a resumé. There are many good publications available which discuss ways to write a resumé. This section also mentions the need for students to have a good idea of the salary they would like to command, and of the importance of following up a job interview with a letter or phone call. Students are also informed that the Human Rights Commission can assist them if they feel that they have been descriminated against due to their sex or ethnic background.

OVERVIEW OF STUDENT JOB GUIDE: PART II

Use Part II of the Guide to provide another important placement service component for students -- encouragement to get additional training. Some of your students may have trouble finding a job, even if they have followed all of the steps outlined in Part I of the Guide. Some may need further training, others may need the assistance of other resources to help them find a job.

The first decision which students must make is whether to search for a job or to go into a program which can provide further training. Further training is especially important to students who are leaving your program

without completing it, and for students completing a secondary vocational program. Part II provides information regarding agencies or programs in Alaska which can provide additional training. The following agencies are explained to the student in terms of the nature and types of training available:

- Apprenticeship Programs
- Military
- The Alaska Skills Center
- Community Colleges
- Hutchison Career Center
- CETA Programs

Appendix D to the Guide gives the addresses of these programs.

OVERVIEW OF STUDENT JOB GUIDE: PART III

Part III of the Guide contains essential placement information for students, whether or not they elect to seek further training. It is divided into two components: Agencies which can assist Students in Finding Jobs and Large Employers. The agencies which can assist students in finding jobs are:

- State of Alaska Job Service
- Employment Agencies
- Native Associations
- Alaska Women's Resource Center
- Division of Vocational Rehabilitation
- WIN Program
- Industrial/Crafts Unions
- School Placement Office

Employers of large numbers of people include:

- Federal Government
- State Government
- City and/or Borough Governments
- School Districts
- Airports

Appendix D to the Guide gives the addresses of these agencies and employers.

SECTION TWO

STUDENT JOB GUIDE

STUDENT JOB GUIDE

Student Job Guide - Part I - How to Find a Job

These Guidelines are prepared to help you in the important steps of finding and getting a job. Each Guideline is based upon the experience of many other students who have been successful in their job searching and decision making.

Guideline 1: EVALUATE YOURSELF

Before you begin searching for a job, you should complete a detailed self evaluation (see appendix A) to enable you to decide exactly what kinds of jobs you are looking for. You should consider the kinds of things you like to do, including hobbies, the activities in which you feel competent, the job skills you have developed, either through a training program or through past jobs, and the working conditions you feel are important in a job. These working conditions include such things as salary, advancement opportunities, job security, job prestige, opportunity to travel, working hours, and fringe benefits. This self evaluation can help you to decide what kinds of jobs to seek, and, later in the job hunting process, can provide a means by which to compare specific job offers.

Guideline 2: NON-TRADITIONAL JOBS

After completing your self-evaluation, you may decide that you are interested in a field of work which is not traditionally associated with your sex. Today many women are holding jobs which once were only held by men, such as driving heavy equipment, commercial fishing, and many others. Some industries are actually seeking women and ethnic-minority representatives in fields from which they have been traditionally excluded. Men are also

occupying new jobs, such as flight attendants on commercial airlines where once only women were employed.

You should know that your job chances in seeking a non-traditional job may be better now than ever before. However, do not enter a job field that does not interest you just because your chances of getting a job are good. Business and industry are looking only for people who are interested in their jobs, regardless of sex or ethnic background.

Guideline 3: JOB APPLICATION WORKSHEET

Once you have a good idea of the kind of job for which you are looking, you can prepare a "job application worksheet" (see appendix B) which lists all the information necessary to complete a job application. (This information could also be used to prepare a resume, which may be required by some companies (see appendix C). This worksheet should include personal data such as name, address, social security number, telephone number, marital status, number of children, health; educational data including schools and years attended, training programs completed, degree earned, and extracurricular activities; military experience including rank, title, duty station, and work performed; work experience listing title, company name and address, work performed, dates employed, supervisor's name, and reasons for leaving; special skills or licenses; and references, including name, address, and telephone number. You should always check ahead of time with references to get approval. References can include business associates, instructors, and personal friends. This job application worksheet enables you to have available all of the information which might be requested on a job application. You should take it with you whenever you apply for a job so that you can complete an application quickly and legibly. A neat application can give you an edge over other applicants.

Guideline 4: HOW TO FIND JOBS

Once you know what kind of job you are looking for and you have on paper all of the data necessary to apply for the job, you are ready for the job hunting process to begin in earnest. The following are the most common ways in which people find jobs:

Check with Friends. Check with friends and relatives who are working to see if they know of any position openings. Employees often know of openings which are not advertised to the general public or are made available to employees before the general public is notified. You should follow up a lead immediately, as it is possible that an employer may postpone hiring in order to interview you.

Walk in to a Company or Business. Ask if there are position openings in a specific field. It is important, if possible, to speak directly to the Personnel Manager or person who is responsible for hiring. It may be helpful to try to learn the best day of the week and time of day to apply with a specific company. As a general rule, you should apply for a job early in the day. Some experts say that 10:00 is a good time, since employers have completed most of their routine tasks by that time and are willing to spend time interviewing applicants. Others say you should arrive at exactly opening time to show potential employers that you would be on time for work. Applying early in the day can also leave time for multiple interviews or tests.

Register with local State Employment Service (Job Service) office.

Check Newspaper Ads. You should check these ads every day, and should check both morning and evening papers where possible. Trade, industrial, and professional journals may also publish job openings.

Private Employment Agencies. If cost permits, you can register with a private employment agency. There is a nominal fee (usually less than $5.00) for registering with an employment agency. Once the agency finds you a job, they charge another fee based upon your monthly salary. In Alaska, employment agencies can charge a maximum of 35% of your first month's salary, though the fee may be less, depending upon your salary. Some employers will pay the fee, though that happens most frequently in higher paying jobs.

It's Up to You. Labor statistics show that only 35% of all jobs are filled through newspaper ads and public and private employment agencies, and that 80% of unemployed people find jobs by hearing about them through friends and relatives. It is therefore important to be sure to check with friends and relatives and to check with companies which may have jobs in your field, as these are the ways in which you will most likely find a job. This does not mean, however, that you should ignore the other ways of looking for employment.

The most important point for any job seeker is "Finding a job is hard work!" You should put in the same forty-hour week you would if you were actually working, and you should not allow yourself little vacations while searching for a job.

Guideline 5: THE JOB INTERVIEW

Once you have applied for a job, you are likely to be asked to be interviewed. An interview is not a skills appraisal--the employer usually interviews only those candidates whose skills are adequate for the job. Instead, an interview represents the employer's desire to discover whether or not a candidate would make a good employee. In other words, the employer is appraising the candidate's attitude. There are two basic points you

should try to make in an interview. First, you should stress that you can do something for the company. Secondly, you should stress your ability to be a "good employee". There are several means of getting these points across:

--Learn as much as possible about the company before the interview. This indicates interest in the company and enables you to ask intelligent, relevant questions during the interview. It also shows that you want to work for that company.

--Be prompt.

--Be neat and clean.

--Dress appropriately. Do not overdress. It may be helpful to check ahead of time to see what kind of clothes employees wear.

--Be honest and frank. If you don't know something, say so.

--Be conscious of posture. Don't slouch.

--Be pleasant and friendly. Avoid arguments.

--Be able to answer any questions regarding your application, including personal data, past employment, and training.

--Do not criticize other companies or past employers.

--Don't ramble, but also avoid one-word answers.

--Thank the employer for the interview.

Guideline 6: MORE POINTERS

The Resumé. A resumé is a brief life, school, and work experience history. If they are commonly used in a particular field, you should take a written resumé to the interview. While a resumé is probably not needed in mechanical and construction (skilled crafts) fieldsof employment, many business occupations will ask for one. (see appendix C for a sample resumé.)

Salary. You should learn the salary range in the area for the jobs

you are seeking so that you can judge whether or not an offer is reasonable. Job Service offices are a good source of this information. You should also have a clear idea of the salary you require.

Follow up the Interview. It is important to follow up an interview. This can be done by writing a letter and/or placing follow up telephone call(s) to the person who conducted the interview.

What to do to Protect Your Rights. Job hunting is a process which requires you to follow the same steps regardless of your sex or ethnic background. However, the federal government has established laws and regulations which forbid an employer to discriminate against you based upon sex or ethnic background. If you feel that you have been discriminated against because of your sex or ethnic background, you should contact the Human Rights Commission Office nearest you (see appendix D).

Even after following all of these steps, you may have problems getting a job. Job hunting can be one of the most discouraging "jobs" there is. You are constantly putting yourself on the line, and failure to find a job can feel like personal rejection. You should fight discouragement, and simply keep looking, for eventually you will find a job.

Student Job Guide - Part II - Agencies which Provide Additional Training

Even if you follow all of the guidelines listed in Part 1, you may have trouble finding a job. You may need further training to give you more marketable job skills, or you may need the assistance of other resources to help you to find a job.

The first decision which you must make is whether to search for a job or to go into a program which can provide further training. Further training is especially important if you left a vocational program without completing it. The following information regarding agencies or programs in Alaska which can provide additional training may be helpful. Addresses for all the agencies can be found in appendix D.

Union Apprenticeship Programs. Apprenticeship programs can provide the training necessary for you to gain the skills to be a journeyman in the field. The program can last two to four years, during which time you work as an apprentice on the job and also receive classroom instruction. There is often a long (one to two year) waiting list, but you should apply for the program anyway, as there is a high turnover rate, and applicants can move up the list fairly rapidly. Apprenticeship programs are especially looking for women and minorities who are really interested in their programs so that they can meet Federal guidelines. Interested women and minorities should therefore be encouraged to apply for apprenticeship programs. Age limits and educational requirements differ from union to union, as does the salary for an apprentice. Apprentices always receive some salary, and often are paid quite well. Apprentice Outreach can provide information on apprenticeship programs for all labor unions in the construction industry. For more information, contact the Apprentice Outreach program nearest you.

Military. The military can provide training in many different areas. The United States military can provide extensive training in many different fields. You must enlist for a period of three to four years, and during your military duty, you may be stationed anywhere in the world. If you are a veteran of the United States military, the G.I. Bill can pay for much of your college education. The Alaska National Guard also offers training opportunities in many areas. The Guard will send you to the Lower 48 for approximately fifteen weeks for training. If you should decide to work on a college degree, this training can apply towards your degree. In addition, the Guard will pay for one half of your college expenses. In exchange for this training, you must attend Guard meetings one weekend per month and two weeks per year, for two to three years. You should contact the recruiting office of the branch of the service in which you are interested to find out about training opportunities in your field, and to find out about the various programs offered by that branch of the service.

Alaska Skills Center. If you are interested in a combination of classroom instruction and hands on use of equipment, you can attend the Alaska Skills Center. The Center has training programs in Building Trades, Building Maintenance, Food Service - Cook, Food Service - Baker, Office Skills, Auto Mechanics, Deisel Mechanics, Heavy Equipment Mechanics, Welding, Forest Technician, and Oil Field Technician. They also offer special workshops as the need arises. There is a tuition fee of $240.00 for a twenty-four week course, plus additional lab fees depending upon the program in which you enroll. These fees vary from $30 to $70. You can live in the Center's dormitory and take meals in the cafeteria for $70 per week. For more information, contact the Skills Center admissions office.

Hutchison Career Center. The Hutchison Career Center offers training programs in many areas, including Aircraft Technology, Auto Body, Auto Mechanics, Custodial Services, Electronics/Avionics, Heavy Duty Mechanics, Office Occupations, Small Engine Mechanics, Drafting, Printing, Basic Electronics, Carpentry, Child Care Occupations, Cook/Chief, Waiter/Waitress, and Welding. Tuition varies from $35 to $85 per month, depending upon the number of hours per day the class meets. Classes meet from 3 - 8 hours/day. Most courses meet 6 hours/day, with tuition of $65/month. There is an additional materials fee of $5 - $120, depending upon the course. The Center has no facilities to provide room or board. For more information on the Hutchison Career Center's programs, contact their counseling office.

CETA Program. The Comprehensive Employment and Training Act (CETA) provides for money to fund positions in public employment programs. These jobs are basically training positions for those who cannot find a job because they haven't the requisite skills. The CETA program pays the salary and benefits for these entry level positions, enabling businesses to hire and train people. There are rather rigid requirements for eligibility for CETA jobs, including unemployment for a length of time. If you are interested in finding out if you are eligible for a CETA position, you should contact your local CETA office.

Community Colleges. Each of the Community Colleges in Alaska offers a different variety of vocational training programs. If you are interested in a Community College vocational program, you should contact the Admissions office of the Community College you wish to attend.

Student Job Guide - Part III - Additional Job Sources

Whether or not you decide to take additional training, you should know about two important job-finding resources: (1) Agencies which specialize in helping you find a job, and (2) Large employers who frequently have many openings. See Appendix D for resource addresses.

AGENCIES

Job Service. Job Service is Alaska's State Employment Service, and as a state agency, requires no fee for helping individuals to find jobs. They receive notification of jobs throughout the state, and, utilizing computor services, can match qualified applicants with available jobs. Applicants can be referred to businesses which have openings for which they are qualified, and applicants can go through the regular interviewing/hiring process. Job Service has offices in all major cities in Alaska, and, in addition, has a mobile unit which travels to rural areas of the state. If you are looking for a job, you should simply fill out an applicant form at the nearest Job Service office. They will schedule an interview with one of their employment counselors.

Employment Agencies. Private employment agencies can assist individuals in finding jobs, although they are likely to specialize in office jobs rather than those involving physical labor and skills. Consult the yellow pages in the telephone directory for a list of private employment agencies in your area.

Native Associations. Most of the non-profit Native Associations provide some type of job counseling and referral, though most have some type of eligibility requirements (e.g. participants must be at least 1/4 American Indian or 1/4 Alaskan Native). Most also work through the CETA program. To utilize the services these agencies provide, you can simply

go into their offices for an interview. The job counselors will then screen various position openings and refer you to openings for which you are qualified. You must then go through the interview/hiring process at the company with the opening.

Alaska Women's Resource Center. This Center maintains a listing of the current Anchorage job openings with the Municipality, State, University, School District, and some private businesses. Perusal of this list can help those seeking jobs to find out what jobs are available with these agencies/businesses. The Alaska Women's Resource Center can also provide the addresses of other women's groups which may provide similar services in other cities.

Division of Vocational Rehabilitation. The Division of Vocational Rehabilitation can provide assistance in finding jobs, and, in some cases, can offset part of the salary for disabled individuals. Their services are extended only to individuals with certain disabilities. If you have a disability of any kind (including learning disabilities, epilepsy, and other non-physical disabilities), you should contact the nearest office of the Division of Vocational Rehabilitation.

WIN Program. Only those individuals receiving Aid to Families with Dependent Children (AFDC) are eligible for the Work Incentive (WIN) Program. WIN can provide some jobs with on the job training, but is primarily concerned with helping people who are job-ready to find jobs. The WIN Program is especially concerned with women who are entering the work force for the first time, or who are re-entering the work force after raising a family.

Industrial/Crafts Unions. Industrial and craft unions can help individuals to get jobs within a specific field. You can pay minimal dues to get on the "C" list. When the union obtains jobs, the jobs are filled

beginning with the "A" list, then the "B" list, and finally the "C" list. Once you get a job and work for a specified length of time (depending upon the union), your name will be placed on the "A" list, making subsequent jobs easier to obtain. Getting a job in this way requires many hours of sitting in the union hall waiting for your name to be called. For more information regarding union jobs, contact the union involved in your field. If you are interested in whether a specific company is union or non-union, you can contact the Alaska Building and Construction Trades Council.

School Placement Office. If your school has a placement office, you should talk to placement office staff. These people are trained to help students find jobs, and they have contacts in business/industry which make that task easier.

Finding Other Employment Sources. Other resources which can be utilized to assist individuals in finding jobs include the yellow pages of the telephone directory, industrial directories, advertisements in trade and industrial journals, and lists of companies provided by the local Chamber of Commerce. You could look up your particular field in all of these to find out what companies might have openings for which you could apply.

LARGE EMPLOYERS

Federal Government. The Federal Government has openings for individuals with all different kinds of skills, especially at the entry level. This also includes jobs with the Civilian branch of the military. In order to qualify for these jobs, you must first take the United States Civil Service test. Test scores will determine the kinds of jobs for which you are qualified, and will also determine your chances for getting a particular job (the higher the scores, the more likely you are to be interviewed). For this reason, you should take the test as soon as possible after leaving

your vocational program, while mathematics and language skills are still fresh in your mind. For more information on United States government jobs and the Civil Service Examination, contact the nearest U.S. Civil Service Commission Office.

State Government. Like the Federal government, the State of Alaska employs people in many different capacities. If you are interested in employment with the State of Alaska, you should check through the job listings at your local State Personnel Office to see what kinds of jobs are open in your field. Some jobs require that you take a test, others simply require an application. Your skills will be rated, and if they meet minimum requirements, your name will be placed on a register. Whenever an opening occurs in a job class, it is filled with someone from that register. It is often months between the time an individual's name is placed on the register and the time he or she gets a job, so you should apply for state jobs early in the job hunting process.

If you are interested in trades and crafts jobs with the State of Alaska, you should contact the Alaska Public Service Employees Union, which has the contract for all State of Alaska trades and skilled jobs. You can pay an $8.00 fee to register on the "B" list, and must wait until your name comes to the top of the list, at which time you will be called to work.

City and/or Borough Government. There are many jobs available with local borough and/or city offices. The city or borough personnel office keeps a listing of all position vacancies. You can check this list and apply for those jobs for which you are qualified.

School District. Local school districts often have openings for which you may be qualified, as teacher aides, food service personnel, custodial staff, clerical staff, etc. You should check with the school district per-

sonnel office to find out about openings in your field.

Airport. There are often position openings at a local airport (the bigger the airport, the more openings there will be) for custodial staff, ticket agents, mechanics, clerks, security staff, etc. Local airline offices would have information regarding position vacancies.

Appendix A

Self-Evaluation Worksheet

What kinds of activities do I like to do in my spare time?

Hobbies/Crafts:

Sports;

Other:

What kinds of activities am I good at?

What job skills have I gotten through my vocational program?

Rank the following working conditions. 1 - very important, 5 - not important

I want to work indoors.	1 2 3 4 5
I want to work with people.	1 2 3 4 5
I want a job with prestige.	1 2 3 4 5
I want to travel.	1 2 3 4 5
I want to work during the day.	1 2 3 4 5
I want to work outdoors.	1 2 3 4 5
I want to work at night.	1 2 3 4 5
I want a job which provides fringe benefits such as health insurance, long vacations, sick leave.	1 2 3 4 5
I want a job that makes me feel I've accomplished something.	1 2 3 4 5
I want a job that pays well.	1 2 3 4 5
I want to be able to work for an organization in which I can advance to a better job.	1 2 3 4 5
I want a job that will last for a long time.	1 2 3 4 5
I want a job in which I can work by myself most of the time.	1 2 3 4 5

Appendix B

Job Application Worksheet

Job objective: _____

_____

Name: _____ Social Security # _____

Address: _____

_____ Telephone Number: _____

Marital Status: _____ Number of children: _____

General health: _____ Disabilities: _____

High School attended: _____

Years attended: _____

College or Vocational School attended: _____

Years attended: _____ Degree earned: _____

Major: _____

College or Vocational School attended: _____

Years attended: _____ Degree earned: _____

Major: _____

Extracurricular activities: _____

_____

Military experience:

Rank: _____ From: _____ to: _____

Duty station: _____ Training: _____

Work performed: _____

_____

Special skills or licenses: _____

_____

Memberships: _____

_____

Work Experience:

Company Name:_____ Title:_____

Address:_____ From:_____ to:_____

_____ Supervisor:_____

Work performed:_____

_____

_____

Salary:_____ Reason for leaving:_____

Company Name:_____ Title:_____

Address:_____ From:_____ to:_____

_____ Supervisor:_____

Work performed:_____

_____

_____

Salary:_____ Reason for leaving:_____

Company Name:_____ Title:_____

Address:_____ From:_____ to:_____

_____ Supervisor:_____

Work performed:_____

_____

_____

Salary:_____ Reason for leaving:_____

References:

Name:_____Telephone Number:_____

Occupation:_____

Address:_____

_____

Name:_____Telephone Number:_____

Occupation:_____

Address:_____

_____

Name:_____Telephone Number:_____

Occupation:_____

Address:_____

_____

Appendix C

Sample Resume'

GEORGE W. SMITH
1501 West 4th
Juneau, AK 99801
Telephone: 586-4183

OCCUPATIONAL GOAL:

Automotive Mechanic

EDUCATION:

Juneau-Douglas High School - Graduated 6/78

COURSE WORK:

English
History
Mathematics
Automotive Shop
Mechanical Drawing I & II
Understanding Internal Combustion Engines
Electricity Shop

CLASS RANK:

First third of class in Industrial Arts

EXTRACURRICULAR ACTIVITIES:

Intramural basketball
Track team

HOBBIES:

Model building
Photography

WORK EXPERIENCE:

Summer, 1977 - Bob's Valley Service Station, 1433 Franklin, Juneau
service station attendant

Summer, 1976 - Capital Coop., 43 S. Glacier Hwy., Juneau
stock boy

REFERENCES:

Will be furnished on request

Appendix D

Resources

The following are the addresses of resources which can either provide further training or can provide assistance in finding jobs. Also included are addresses for some of the largest employers in the State. In most cases, only the Anchorage address has been given, as it would be difficult to list every address in the State. If you do not know the address of the office nearest you for a given agency, you can check with the Anchorage office, which could then refer you to the office nearest you.

FURTHER TRAINING:

Apprentice Outreach
407 Denali Street
Anchorage, AK 99501

Apprentice Outreach
315 Fifth Ave.
Fairbanks, AK 99701

U.S. Air Force Recruiting Office
117 W 4th Ave.
Anchorage, AK 99501

U.S. Army Recruiting Office
111 W. 4th Ave.
Anchorage, AK 99501

U.S. Navy Recruiting Office
111 W. 4th Ave.
Anchorage, AK 99501

U.S. Marine Corps Recruiting Office
117 West 4th Ave.
Anchorage, AK 99501

Alaska Army National Guard
Recruiting Office
MacKay Building
338 Denali Street
Anchorage, AK 99501

Alaska Air National Guard
Recruiting Office
MacKay Building
338 Denali Street
Anchorage, AK 99501

Alaska Skills Center
P. O. Box 615
Seward, AK 99664

CETA - Title I
Office of the Governor
Pouch A
Juneau, AK 99811

CETA - Title I
Municipality of Anchorage
Human Support Services
225 Cordova Street
Anchorage, AK 99501

CETA - Title III
Arctic Slope Regional Corporation
P. O. Box 566
Barrow, AK 99723

CETA - Title III
Bristol Bay Native Corporation
P. O. Box 237
Dillingham, AK 99576

CETA - Title III
Cook Inlet Native Association
P. O. Box 515
Anchorage, AK 99501

CETA - Title III
Copper River Native Association
P. O. Box 823
Copper Center. AK 99573

CETA - Title III
Kawerak, Inc.
P. O. Box 505
Nome, AK 99762

CETA - Title III
Kenaitze Indian Tribe
P. O. Box 1210
Kenai, AK 99611

CETA - Title III
Koniag, Inc.
P. O. Box 746
Kodiak, AK 99615

FURTHER TRAINING (con't)

CETA - Title III
Mauneluk Association, Inc.
P.O. Box 256
Kotzebue, AK 99752

CETA - Title III
Metlakatla Indian Community
P.O. Box 8
Metlakatla, AK 99926

CETA - Title III
North Pacific Rim Native Corporation
912 East 15th Ave.
Anchorage, AK 99501

CETA - Title III
Tanana Chief's Conference, Inc.
102 Lacey Street
Fairbanks, AK 99701

Anchorage Community College
2533 Providence Ave.
Anchorage, AK 99504

Ketchikan Community College
7th and Madison
Ketchikan, AK 99901

Kotzebue Community College
Box 297
Kotzebue, AK 99752

Northwest Community College
Box 400
Nome, AK 99762

Sitka Community College
Box 1090
Sitka, AK 99835

Tanana Valley Community College
University of Alaska
Fairbanks, AK 99701

CETA - Title III
Tlingit and Haida Indians of Alaska
114 South Franklin Street, Room 202
Juneau, AK 99801

CETA - Title III
The Aleut League
425 G Street, Suite 840
Anchorage, AK 99501

CETA - Title III
Yupiktak Bista, Inc.
Box 219
Bethel, AK 99559

Hutchison Career Center
3750 Geist Rd.
Fairbanks, AK 99701

Kenai Peninsula Community College
Box 848
Soldotna, AK 99669

Kodiak Community College
Box 946
Kodiak, AK 99615

Kuskokwim Community College
Box 368
Bethel, AK 99559

Matanuska-Susitna Community College
Box 899
Palmer, AK 99645

Community College of Prince William Sound
Box 590
Valdez, AK 99686

AGENCIES WHICH CAN ASSIST IN FINDING JOBS:

Anchorage Job Service
2636 Spenard Rd.
Anchorage, AK 99503

Bethel Job Service
P.O. Box 187
Bethel, AK 99559

Barrow Job Service
P.O. Box 525
Barrow, AK 99723

Dillingham Job Service
P.O. Box 261
Dillingham, AK 99576

AGENCIES (con't)

Fairbanks Job Service
Professional and Clerical
675 Seventh Ave.
Fairbanks, AK 99707

Fairbanks Job Service
Industrial Occupations
22nd and Cushman
Fairbanks, AK 99707

Glennallen Job Service
P.O. Box 145
Glennallen, AK 99588

Juneau Job Service
123 Seward Street
Juneau, AK 99801

Kenai Job Service
State Court and Office Bldg.
Drawer 1091
Kenai, AK 99611

Ketchikan Job Service
1734 Tongass Ave.
P.O. Box 7878
Ketchikan, AK 99901

Kodiak Job Service
P.O. Box 1546
Kodiak, AK 99615

Kotzebue Job Service
P.O. Box 295
Kotzebue, AK 99752

Nome Job Service
P.O. Box 161
Nome, AK 99762

Seward Job Service
P.O. Box 875
Seward, AK 99664

Sitka Job Service
P.O. Box 1189
Sitka, AK 99835

Work Incentive (WIN) Program
605 Barrow
Anchorage, AK 99501

Assn. of Village Council Presidents
P.O. Box 236
Bethel, AK 99559

Kodiak Area Native Assn.
P.O. Box 172
Kodiak, AK 99615

Aleutian/Pribilof Island Assn.
430 C Street, Suite 303
Anchorage, AK 99501

Kawerak, Inc.
P.O. Box 1008
Nome, AK 99762

Inupiat Community of the Arctic Slope
P.O. Box 437
Barrow, AK 99723

Mauneluk Assn.
P.O. Box 256
Kotzebue, AK 99752

Bristol Bay Native Assn.
P.O. Box 237
Dillingham, AK 99756

The North Pacific Rim
433 West 9th Ave., Suite 200
Anchorage, AK 99501

Cook Inlet Native Assn.
1057 W. Fireweed Lane
Anchorage, AK 99503

Tanana Chief's Conference, Inc.
First and Hall Streets
Fairbanks, AK 99701

Copper River Native Assn.
Drawer H
Copper Center, AK 99573

Tlingit and Haida Central Council
One Sealaska Plaza, Suite 200
Juneau, AK 99810

Alaska Women's Resource Center
602 W. 10th Ave.
Anchorage, AK 99501

Division of Vocational Rehabilitation
McKay Building
338 Denali
Anchorage, AK 99501

AGENCIES (con't)

Human Rights Commission
204 E. 5th Ave.
Anchorage, AK 99501

Human Rights Commission
675 7th Ave.
Fairbanks, AK 99701

Human Rights Commission
Pouch A-H
Juneau, AK 99811

MAJOR EMPLOYERS

U.S. Civil Service Commission
617 G Street
Anchorage, AK 99501

Alaska Public Service Employees Union
Local 71
3400 Spenard Rd., Suite 12
Anchorage, AK 99503

Anchorage School District
Personnel Office
4600 DeBarr Rd.
Anchorage, AK 99504

Alaska Building and Construction
Trades Council AFL-CIO
315 Fifth Ave.
Fairbanks, AK 99701

State of Alaska
Division of Personnel
121 W. 4th Ave.
Anchorage, AK 99501

Municipality of Anchorage
Personnel Office
705 W. 6th Ave.
Anchorage, AK 99501

Alaska Building and Construction
Trades Council AFL-CIO
407 Denali Street
Anchorage, AK 99501

SECTION THREE

MODEL FOR FOLLOW-UP OF VOCATIONAL EDUCATION LEAVERS AND COMPLETERS

MODEL FOR FOLLOW-UP OF VOCATIONAL EDUCATION PROGRAM LEAVERS AND COMPLETERS

Once the students have utilized the methods and assistance found in the Student Job Guide, you may want to follow up on their success. Follow-up is an important component of vocational education in that it provides you with feedback data with which to assess the outcomes of training in terms of student employment, employer satisfaction, relationship of vocational training to position held, and other useful information. In addition, it lets the former student know that you are still interested in his/her welfare.

THE FOLLOW-UP MODEL

The following model has been designed as a procedure whereby you can trace what happens to your students and determine insofar as possible whether your program prepared them for their work roles. A description of the elements of the model follows:

Element	Explanation
The Student Locator Form	This form is used to obtain information by which the instructor can contact the student at a later date.
The Student Follow-up Form	Sent to the student's address as reported on the Student Locator Form to obtain actual employment and related student information.
The Employer Survey Form	Sent to the student's employer to obtain his/her view of student's performance and related information.
The Program Summary Form	Used by the institution to compile data as they are returned by students and their employers to record information for the vocational program.

The steps to be taken to implement the Follow-up Model for Vocational Education Program Leavers and Completers are graphically shown in Figure 1 which follows:

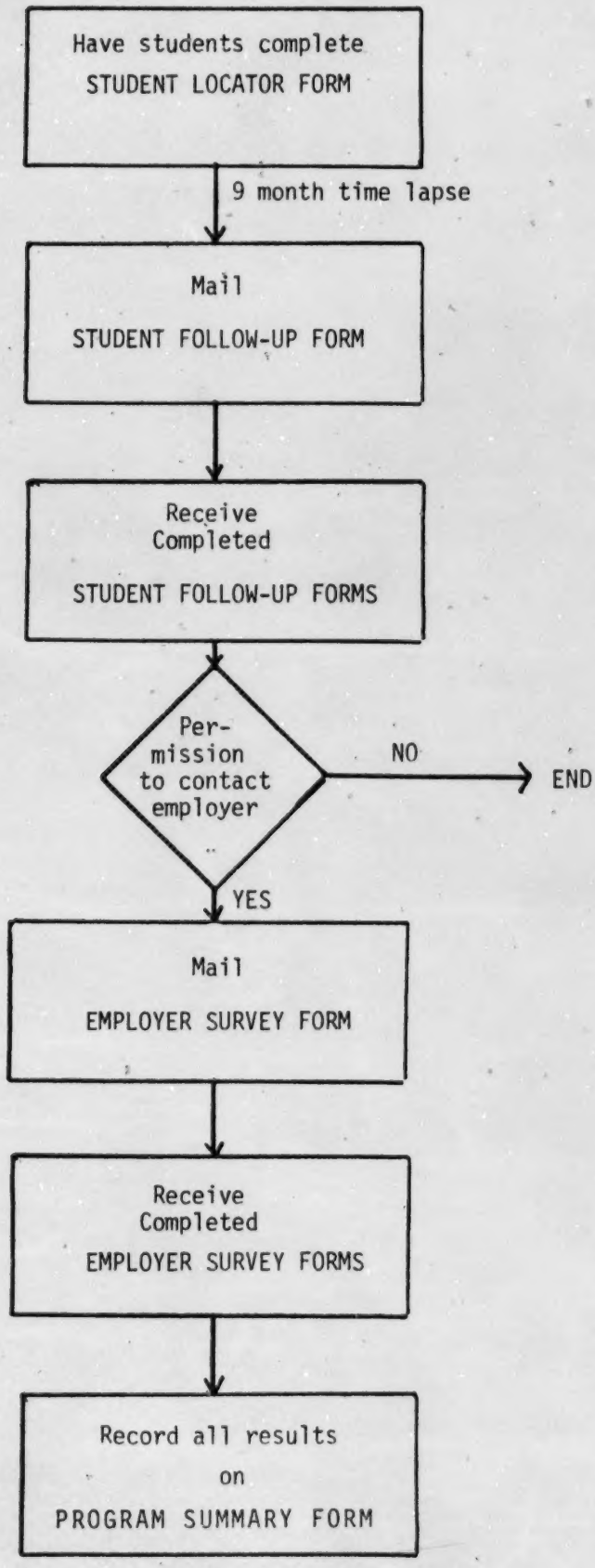
Have students complete
STUDENT LOCATOR FORM
9 month time lapse
Mail
STUDENT FOLLOW-UP FORM
Receive
Completed
STUDENT FOLLOW-UP FORMS
Per-
mission
to contact
employer
NO
END
YES
Mail
EMPLOYER SURVEY FORM
Receive
Completed
EMPLOYER SURVEY FORMS
Record all results
on
PROGRAM SUMMARY FORM

Figure 1

RATIONALE

The Follow-Up Model is a plan for gathering useful information which relates to vocational education programs in terms of data from students who were former participants and, where obtainable, from their employers. For this model, a program is a series of related courses which sequentially prepares the student for a specified level and area of employability. A program leaver is a student who leaves the program without completing it; therefore, a completer is a student who completes the program.

From the information on the Student Follow-Up Forms and the Employer Survey forms, you want to sum up significant information to answer these questions regarding the students who are leavers and completers of each vocational education program. For all participants in a given program:

1. What is the group's overall employment status? That is, what is the total number employed, unemployed, in school, and so on? This provides you with an indication of the general student outcomes of the instructional efforts put into working with this particular group of students.

2. How well did the students from this program perform on the job? Performance is described in two categories: Job Task Performance and Desirable Work Habit Strength. By obtaining a picture of the average degree of quality of job task performance you obtain an indication of the effectiveness of work skill training. By obtaining a picture of the average degree of the strength of students' desirable work habits, you obtain an indication of the effectiveness of training in desirable work habits (and, presumably, of attitudes). However, a problem exists: How should one measure the quality of the students' job task performance and the degree of strength of students' work habits?

This follow-up system uses the Mean Discrepancy Score as an answer. That is, students are asked to identify the tasks they perform on their jobs and to rate themselves in terms of ability, from "low" to "excellent". Then the students' employers are provided with a list of the same tasks and asked to rate the students' abilities on the same scale. By comparing the mean score of the students' self-rating in job skill ability with the mean score of the employers' rating, you can determine four things: a) the general level of ability at which the student sees him/herself functioning.

b) the general level of ability at which the employer sees the student functioning, c) the amount of difference between students' and employers' mean job skill scores, and d) whether the students' self-ratings are higher than employers' rating scores, or lower.

You are then able to answer the following questions for a particular group of students (program) regarding job skill training:

1. Do the students from this particular program rate themselves as high or low in job skills? Implications: Student self-image, self confidence, student perception of how he/she is doing on job tasks.
2. Do the employers rate the students from this particular program as high or low in job skills? Implications: This is perhaps the best index of how well the group is performing in terms of the people whose opinions count most toward continued employability, the employers.
3. Were the students' self ratings of job skills higher or lower than the employers' ratings? Implications: If the students collectively think they are doing better than the employers think they are, you may need to consider changes in teaching students minimal performance standards in their particular program. If the students collectively think that they are not doing as well as employers think they are, you may need to increase program content in communication and interpersonal relationship skills.

The same explanation holds true for analysis of the strength of desirable work habits as reported by the students and employers and of the discrepencies between the two sets of data.

INSTRUCTIONS FOR IMPLEMENTING THE FOLLOW-UP MODEL

1. ADMINISTER THE "STUDENT LOCATOR FORM" (Appendix 1)

   One month before students complete the vocational education program, describe the importance of their participation in the follow-up procedure to assist you in continued upgrading and improvement of the training program. Stress your continued interest in their welfare. Have each student complete the Student Locator Form. Check each form with the student to verify completeness and accuracy. Program leavers should be given the form during an exit interview, if this is possible.

2. MAIL THE "STUDENT FOLLOW-UP FORM" (Appendix 2)

   Nine months (or any follow-up time period which you select as useful) later, mail the Student Follow-up Form to each student whose Student Locator Form is on file. The following procedures are essential:

   A. Prepare a cover letter (Appendix 3) to accompany the Student Follow-up Form.

   B. Provide the student with a self-addressed, stamped envelope to facilitate his/her return of the form.

   C. Mail the Student Follow-up Form, cover letter and envelope.

3. MAIL THE EMPLOYER SURVEY FORM (Appendix 4)

   This step is triggered by your receipt of the completed Student Follow-up Form, on which the student gives his/her permission for you to contact his/her employer. The following procedures should be followed:

   A. Prepare the Employer Survey Form by
      1) Filling in student's name
      2) Filling in student's job title
      3) Filling in Task section with information taken from Student Follow-up Form

   B. Prepare a cover letter (Appendix 5) to accompany the form.

   C. Provide the employer with a self-addressed, stamped envelope to facilitate his/her return of the form.

   D. Mail the Employer Survey Form, cover letter, and envelope.

4. COMPLETE THE PROGRAM SUMMARY FORM (Appendix 6)

After you receive the returns from your mailings, the first step is to sort all Student Follow-up Forms by vocational programs. These instructions will assume that you have done this and have collected a number of forms representative of the students who were leavers or completers of a particular vocational education program. You will also collect the Employer Survey Forms for these same students. Here you will encounter one limitation of the Student Follow-up Data System. You can only complete Item No. 5 of the Program Summary if you have both student and employer data. This limitation is not true for the other items on the form. To complete the form follow these steps:

A. Fill in the program titles, the beginning and ending dates of the program, the number of leavers, and the number of completers.

B. Item 1, Employment Status. To obtain a picture of the program's general employment status, simply tally the numbers of students who report for each of the headings under Item #1 on the Student Follow-up Form.

C. Item 2, Job Titles and Job/Training Relationship. List all the job titles reported, utilizing the data from Item #2 on the Student Follow-up Form. Decide whether each job is related to the student's vocational program and mark YES or NO. You may also want to compile a list of all employers' company names and addresses as an appendix for your Program Summary Form.

D. Item 3, Degree of Help Attributed to Vocational Training.

Using all of the Student Follow-up Forms for the program, add the numbers marked by students on Item #4 of the Student Follow-up Form, and then divide by the number of students who completed the forms. The result is the mean score of degree of help attributed to the vocational training for the program. Record it in the space provided.

E. Item 4, Students' Job Task Performance Grand Mean. First compute the mean job performance score for each student. You do this by adding the numbers of all scores circled by the student on Item #3 on the Student Follow-up Form, and then dividing by the number of tasks which the student listed. The result is the student's mean task performance score. It represents the average degree of job task skill with which the student has judged his/her own performance. By adding the mean task performance means of all the students in the program, and dividing by the total number of students, you will produce the students' job task performance grand mean, which is to be recorded in Item #4.

F. Item 5, Students' Work Habits Strength Grand Mean. First compute the mean work habit strength score for each student. You do this by adding the numbers of all scores circled by the student on Item #5 on the Student Follow-up Form, and then dividing by the number of work habits (divide by 8 if the student rated each work habit). The result is the student's mean work habit strength score. It represents the average degree of work habit strength with which the student judged his/her own performance. By adding the mean

work habit strength means of all the students in the program, and dividing by the total number of students, you will produce the students' work habits strength grand mean, which is to be recorded in Item #5.

G. Item 6, Comparing Student/Employer Job Task Performance and Work Habit Strength. You have now developed a picture of the general level of job task performance and of work habit strength as reported by students. These levels have been recorded as grand means in Items #4 and #5. The next step is to separate Student Follow-up Forms into two piles. Pile One consists of those forms which have matching Employer Survey Forms. Only these are used to complete Item #6 of the Program Summary Form. Pile Two consists of all Student Follow-up Forms which do not have matching Employer Survey Forms. Utilizing the procedures outlined in steps E and F above, calculate a new Job Task Performance Grand Mean and a new Work Habits Strength Grand Mean for the Student Follow-up Forms in Pile One. Record these grand means in the appropriate lines in Item #6. Then, using the Employer Survey Forms, calculate both the Job Task Performance Grand Mean and the Work Habits Strength Grand Mean for the employers, again utilizing the procedures outlined in steps E and F above. Once you have recorded both the students' and employers' grand means for each section, you can calculate the amount of discrepancy and the direction of the discrepancy between the grand means.

Appendix 1

Student Locator Form

Name: _____

What will your address most likely be three months from now?

_____

_____

_____ Zip _____

Who will most likely know what your address will be should you move?

Name: _____

Address: _____

_____ Zip _____

Phone: _____

Relationship:

Parent(s)	☐	Sister or Brother	☐
Wife	☐	Aunt or Uncle	☐
Friend	☐	Grandparent(s)	☐
Other	☐		

Do you know who your employer will be? If so, please provide the employer's name and address.

Name: _____

Address: _____

_____ Zip _____

Appendix 2

Student Follow-up Form

Your Name: _____

1. What are you now doing? (Check as many as apply)

Working on a job related to my vocational training	☐		
Working on a job which is not related to my vocational training	☐		
Working full time	☐	Working part time	☐
Going to school	☐	Taking vocational courses	☐
Looking for work	☐	Being a homemaker	☐
Other	☐	In apprenticeship training	☐

If other, please explain: _____

2. If you are working, what is your job title? _____

_____

What is your employer's company name and address?

_____

_____

_____ Zip _____

3. If you are working, please list the five most important tasks (activities) which you perform on your job, using the lines below. Then, on the scale to the right, circle the number you choose to rate your own ability to perform each task.

	Low	Fair	High	Excellent
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
D.	1	2	3	4
E.	1	2	3	4

(for office use only) Mean job task performance _____

4. How much help did your vocational training give you toward performing these tasks?

Very little ____ Some ____ Enough to do the job ____ Very much ____
1 2 3 4

5. How well do you think you perform on each of the following when compared to your co-workers? Please circle the rating you feel best applies.

Work Habit	Below Average	Average	Above Average	Superior
Accept Supervision	1	2	3	4
Accept Responsibilities	1	2	3	4
Show up for work on time	1	2	3	4
Rarely absent from work	1	2	3	4
Do things without being told	1	2	3	4
Dress appropriately for job	1	2	3	4
Work safely	1	2	3	4
Conscientious	1	2	3	4

(for office use only) Mean work habit strength _____

6. Are there any things you think we should include in our vocational program which would have helped you in your job? Yes _____ No _____ Explain.

_____

_____

_____

_____

7. Do you give permission for us to contact your employer? Yes ____ No ____

8. Your comments are welcome:

_____

_____

_____

_____

PLEASE ENCLOSE THIS FORM IN THE SELF-ADDRESSED, STAMPED ENVELOPE PROVIDED.

THANKS!

Appendix 3

Sample Student Cover Letter

March 15, 1979

Ms. Jane Smith
P. O. Box 1234
Juneau, AK 99801

Dear Jane:

In an effort to improve our vocational program, we are sending the enclosed "Student Follow-up Form" to all students who graduated last year. We would appreciate your completing the form and returning it to us in the enclosed stamped, self-addressed envelope at your earliest convenience. We intend to use the information on it to discover what areas of the program are helpful to you and which areas need to be improved. We would, therefore, appreciate any other comments which you may wish to make regarding this program.

Thank you in advance for your prompt completion of this survey.

Sincerely,

John Jones
Instructor

Appendix 4

Employer Survey Form

1. The purpose of this survey is to ask you how well our former student _____ is performing (has performed) on the job. He/she has given us permission to contact you.

   Job title supplied by former student: _____

2. Below are the main tasks which the student reports performing on the job. On the scale to the right, circle the number you choose to rate his/her ability to perform each task.

Task	Low	Fair	High	Excellent
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4
D.	1	2	3	4
E.	1	2	3	4

(for office use only) mean job task performance ____

3. How well does our former student do each of the following when compared to co-workers? Please circle the rating which you feel best applies.

Work Habit	Below Average	Average	Above Average	Superior
Accepts Supervision	1	2	3	4
Accepts Responsibilities	1	2	3	4
Shows up for work on time	1	2	3	4
Is not absent from work	1	2	3	4
Does things without being told	1	2	3	4
Dresses appropriately for job	1	2	3	4
Works safely	1	2	3	4
Conscientious	1	2	3	4

(for office use only) mean work habit strength ____

4. Your comments are welcome:

PLEASE ENCLOSE THIS SURVEY IN THE SELF-ADDRESSED, STAMPED ENVELOPE PROVIDED.

Thank you for your assistance.

Appendix 5

Sample Employer Cover Letter

April 1, 1979

Ms. Jane Doe
ABC Company
1234 First Avenue
Juneau, AK 99811

Dear Ms. Doe:

We are currently conducting a survey of former students in our vocational program so that we can discover ways in which to improve the program. As a part of that survey, we are also questioning employers of our former students. _____ has indicated to us that you are his/her employer, and he/she has given his/her permission for us to contact you. We would appreciate your taking a few minutes to complete the enclosed "Employer Survey". The answers you give on this survey will be held in the strictest confidence, and will be used only to enable us to improve our program. Please return the survey to us in the self-addressed, stamped envelope provided.

Thank you in advance for your cooperation.

Sincerely,

John Jones
Instructor

Appendix 6

Program Summary Form

Program Title: _____ Dates: _____ to: _____

Number of Leavers: _____ Number of Completers: _____

Data Reporting Items:

1. Employment Status Totals

Status	Totals
Working on job related to training	_____
Working on job not related to training	_____
Working full time	_____
Working part time	_____
Going to school	_____
Taking vocational courses	_____
Looking for work	_____
Being a homemaker	_____
In apprenticeship program	_____
Other (list all others)	_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Job Titles and Job/Training Relationship

Job Title	Is job training related? Yes	No
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Degree of help attributed to vocational training program mean score _____

4. Students' job task performance grand mean (entire program) _____

5. Students' work habits strength grand mean (entire program) _____

6. (only for students whose employers returned forms)
Comparing student/employer job task performance

Students' job task performance grand mean _____

Employers' job task performance grand mean _____

Discrepancy between means (Subract lower from higher mean)

1. Amount of discrepancy _____
2. Direction of discrepancy
   a. Students' grand mean higher _____
   b. Employers' grand mean higher _____

Comparing student/employer work habit strength

Students' work habit strength grand mean _____

Employers' work habit strength grand mean _____

Discrepancy between means

1. Amount of discrepancy _____
2. Direction of discrepancy _____
   a. Students' grand mean higher
   b. Employers' grand mean higher _____